ALBERTA CORRESPONDENCE SCHOOL

HANDBOOK

MINISTERIUM VIRTUSQUE
IN EDUCATIONE
A.C.S.

ALBERTA CORRESPONDENCE SCHOOL

HANDBOOK 1986

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MOTTO

"Ministerium virtusque in educatione"   Service and excellence in Education

MISSION STATEMENT

The Alberta Correspondence School, which has for more than sixty years been an integral part of the educational system of Alberta, is dedicated to the provision of a varied and flexible programme to meet the needs, interests, and capabilities of students in this Province, and to changing and developing in response to the educational demands of Albertans in times of rapid social and technological change.

GOALS OF THE ALBERTA CORRESPONDENCE SCHOOL

1.   To make available to Alberta students a quality programme in Alberta curricula courses covering Grades I to XII, in personal interest courses, and in adult entry courses.

2.   To assist students to achieve a level of knowledge and skills consistent with their abilities.

3.   To nurture the development of each student's sense of self-discipline, self-reliance, motivation for learning, and a positive self-image.

4.   To encourage the development of inquiring critical minds and the ability to adapt to change.

5.   To encourage the development and implementation of instructional programmes which utilize the new educational technologies.

6.   To engage in effective communication with school jurisdictions, other educational agencies, and the general public in order to disseminate information on and to cultivate an appreciation of the role of the Alberta Correspondence School in Alberta Education.

7.   To encourage research into and evaluation of distance education techniques and strategies.

OBJECTIVES OF THE ALBERTA CORRESPONDENCE SCHOOL

1. To develop educational programmes appropriate to the needs of Grades I-XII students.

2. To develop educational programmes which conform to Provincial established curricula.

3. To deliver correspondence educational programmes to students residing in Alberta and to Alberta residents who are temporarily out of the Province.

4. To develop and deliver adult entry courses which are required by adults who need to upgrade their skills and to expand their knowledge before commencing a curriculum course.

5. To implement support systems which will ensure that a significant number of students successfully complete their courses.

6. To experiment with the new educational technologies with a view to determining those which can contribute to the efficiency and effectiveness of the Alberta Correspondence School programmes.

7. To establish effective liaison with individual clients and agencies through whom Alberta Correspondence School courses are delivered.

8. To maintain administrative systems which accurately keep students' records and accounts and which effectively interface with needs, programmes, and services of other branches of Alberta Education and other departments and agencies.

9. To ensure that adequate human, fiscal, and physical resources are available to meet the needs of the School population.

10. To develop an organizational climate which promotes job satisfaction and fosters the professional development and advancement of the Alberta Correspondence School personnel.

11. To test and evaluate Alberta Correspondence School instructional materials to ensure that the materials

    - do meet student needs,
    - are current, and
    - are presented in the most appropriate media.

12. To encourage the publication of the Alberta Correspondence School research findings, policies, and procedures.

HISTORICAL SURVEY

Starting Up

The Alberta Correspondence School is an integral part of the educational system of Alberta. It began operations, at the elementary level, in 1923. Within two months more than 100 pupils had applied for courses. By the 1934-35 school year, 1200 pupils were enrolled in Grades I to VIII. In 1936, high school courses were offered for the first time. In 1939, the School was officially placed under a director.

Until 1939, the Correspondence School Branch, as it was then called, prepared its own courses in Grades I to VIII only. In that year the School began to write its own courses for Grades IX, X, XI, and XII. The following quotation from the CORRESPONDENT (Silver Jubilee Number, issued in 1949) explains:

> The courses that were provided to pupils of Grades IX - XII were sent out, subject to the approval of the Department of Education, by private educational institutions. It was decided in 1939, however, to provide a complete service for the whole twelve grades. Consequently, in the fall of 1939, Grade IX correspondence courses were prepared and marked by the staff of the Correspondence School Branch. Each succeeding year, courses for pupils of Grades I-XII were sent out by the Correspondence School Branch.

The War Years

During the war years, and for some time thereafter, the Correspondence School Branch conducted an emergency programme of teaching elementary and junior high school pupils in numerous schools that could not obtain teachers. These schools, referred to as centres, were placed in charge of persons who had no teacher training and who were known as supervisors. By the school year 1946-47, 673 of these centres were in operation for at least part of the year, giving the Correspondence School Branch a total enrollment of 17 895. As the teacher supply improved, the enrollment in Grades I to VIII declined, so that by 1950-51 the total enrollment had dropped to 7891.

Serving Albertans

After the emergency years, the enrollments of the Correspondence School Branch increased more steadily, with the increases occurring mainly at the Senior High School level. Approximately half of the students enrolled in high school courses are also in attendance at school and are taking correspondence courses which are not available to them at school. The remainder of the high school students are adults who are either working towards a diploma or matriculation or are taking courses to improve their general knowledge. Special interest and upgrading courses as well as high school credit courses are available to students.

Approximately forty percent of the Junior High School students are in attendance at school, for example, on Hutterite colonies. The others may be unable to attend school for medical reasons, may be living in unorganized territory in Alberta or in the Northwest Territories, or may be travelling out of the Province.

Students enrolled in the elementary section are generally not in attendance at school and need to study by correspondence because of isolation, travel, or medical reasons.

The School now offers 200 courses to students. Enrollment figures for the 1984-85 school year are as follows:

Senior High School	30,503
Junior High School	1,352
Elementary	226
TOTAL	32,081

A Change of Name

In 1973, the year of the School's fiftieth anniversary, the name of our School was officially changed to **Alberta Correspondence School** (Alberta Regulation 175/73).

The Cost-Benefit Study

In 1975, the Planning and Research Branch of Alberta Education began a cost-benefit study of the Alberta Correspondence School. The findings of this study were published in May, 1977. One of the conclusions reached was that on five counts the Alberta Correspondence School was preferred to the regular school:

1. During periods when high discount rates prevail, correspondence instruction yields the lowest net social costs.

2. Correspondence students are better prepared for subsequent residence study than regular residence students.

3. The attitudes measured in the attitude survey indicate that correspondence study, and not classroom study, comes closest to the idealized concept of learning.

4. Correspondence study demands less time on the part of students than comparable regular instruction.

5. Because the costs of correspondence instruction may be further reduced through economies of scale and system analysis, correspondence instruction may be expected to become an even better option if adopted on a wider base.

This study recommended:

1. The Alberta Correspondence School should be maintained as an alternate form of education in Alberta.

2. The Alberta Correspondence School should be afforded greater autonomy. Specifically: policies pertaining to staffing and accounting which constrain efficient and flexible operation of the Alberta Correspondence School should be examined and revised as necessary. The policy of attempting to staff a twelve-month operation with employees who work only a ten-month year was called into question.

3. Cost-reduction programmes should be planned and instituted and mechanisms should be developed to measure the effectiveness of these programmes.

4. Programmes to improve systematically instructional effectiveness should be instituted and mechanisms should be developed to measure the effectiveness of these programmes.

5. Automated or electronic data processing systems should be installed to facilitate preparation and/or revision of instructional material; enable use of pre-written responses to common student errors in lessons; more efficiently maintain student records; systematically follow up on laggard students; and provide rapid retrieval and analysis of pertinent student and/or programme data.

One cost reduction programme which was recommended in the study and which was subsequently put into effect was the utilization of contract teachers. Since 1979, contract teachers have assisted with lesson correction and course development. Our seventy-five contract teachers now provide teaching service for the Alberta Correspondence School.

The New Educational Technologies

During the 1980-81 school year, the Alberta Correspondence School began its first experiment with computer assisted learning. In 1980, Ministerial approval was given for the Alberta Correspondence School to participate in the experimental use of the Telidon system. Mechanics 12 was selected as the course to be adapted for use on Telidon. The Telidon version of Mechanics 12 was field tested in six rural high schools during the 1981-82 school year.

The Planning and Research Branch of Alberta Education commissioned an evaluation of the Telidon project. The findings of this study were published in November 1982. The major conclusions of this study were:

1. That the instruction utilizing Telidon was as effective as traditional correspondence instruction and conventional in-school instruction.

2. That there was a significantly higher completion rate for the Telidon group than for the traditional correspondence group.

3. That students were very supportive of the use of Telidon and computer based learning.

This study recommended that the Alberta Correspondence School should continue the development of computer based learning materials and the practical shop experience which was also incorporated into this project.

The Relocation

On October 27, 1980, the Honorable David King, Minister of Education, met with the staff of the Alberta Correspondence School and announced that the School would be relocated in the town of Barrhead in 1983. The building was completed on schedule in the spring of 1983 and the School occupied the new premises in September, 1983.

Automated Records System

A computerized record system which was developed in the first half of the 1980's was implemented in 1985. This system has enabled the Alberta Correspondence School to automate several functions which were previously manual in nature, including student registration, the sale of lesson material, accounting, lesson and test administration, student records and statistical reporting.

THE PURPOSE OF THE ALBERTA CORRESPONDENCE SCHOOL

The following quotation from the ANNUAL REPORT OF THE DEPARTMENT OF EDUCATION, 1923, gives an indication of the original purpose of our School:

> At the opening of the fall term, at your suggestion, a survey was made to ascertain if there were any considerable number of children living in isolated neighborhoods, and so without school facilities. It was thought that in the case of younger children, sufficient direction might be given the mother to enable her to teach the beginners in reading, writing, and numbers. In a short time it became apparent that there were many such children, and that such a service as that suggested would be welcome. Application forms were drafted, instructions prepared, and lessons outlined. By the end of the year nearly one hundred children had been enrolled for the lesson outlines. Many of the pupils are very keen for the work, and return their exercises very promptly. If one may judge from the enthusiasm of the students, the opportunity thus given is very greatly appreciated.

With a growing and changing demand, the School developed its programme and adjusted its purpose to meet the changing demand. At present then, the purpose of the Alberta Correspondence School is:

1. To prepare, publish, and teach correspondence courses in the subjects of basic education: Grades I to XII.

2. To prepare, publish, and teach upgrading courses, designed specifically for adults.

BASE OF OPERATION

The Alberta Correspondence School operates by virtue of the ALBERTA CORRESPONDENCE SCHOOL REGULATIONS (being ALBERTA REGULATION 175/73, and amendments thereto), established under provisions of the DEPARTMENT OF EDUCATION ACT. The specific section that sets the base for the establishment and operation of the School is Section 3, which reads as follows:

3. (1) The Alberta Correspondence School heretofore established by the Minister is continued.

    (2) A Director shall be appointed pursuant to The Public Service Act to administer the affairs of the School.

    (3) The Director is responsible to the Associate Deputy Minister (Programme Delivery) for the organization and management of the instructional programmes and the administrative procedures operated within the School.

    (4) The Director is empowered to formulate policy and set rules pertaining to the management of the instructional programmes and administrative procedures operated within the School.

OVERALL ORGANIZATION OF STAFF

The services performed within the Alberta Correspondence School fall into two distinct divisions: the Instructional Services Division and the Support Services Division. The organization of these two divisions is shown in the organization charts on pages 9, 10 and 11.

COMPOSITION OF ALBERTA CORRESPONDENCE SCHOOL STAFF

The Alberta Correspondence School has a staff complement of one hundred fifty-six. There are seven positions on the management team, eighty-one permanent positions in the Instructional Services Division and sixty-seven permanent positions in the Support Services Division.

In addition, sixty-six teachers are employed on a contract basis to assist with lesson correction and some twenty-five to thirty casual clerical assistants are required during peak periods.

ORGANIZATION OF THE INSTRUCTIONAL SERVICES DIVISION

The Instructional Services Division also falls into three basic areas (schools); the Elementary School, the Junior High School, and the Senior High School. The Elementary Principal is Mrs. Bessie Slevinsky; the Junior High Principal is Mr. Helmut Fiebich; the Senior High Principal is Mr. Gene Balay. These three schools are under the overall direction of the Associate Director (Instructional Services), Mr. John Punko.

ORGANIZATION OF THE SUPPORT SERVICES DIVISION

Administrative Services

This section is responsible for all general typing, filing, accounting, recording of lessons and shipping of materials. In addition, this area provides purchasing, personnel, budgetary and stenographic services for the School.

For efficiency of operation, the Administrative Services Department is further grouped into three sections. These are:

<blockquote>

A.   Admissions and Fiscal Affairs
B.   Records and Personnel Affairs
C.   Shipping

</blockquote>

A.   Admissions and Fiscal Affairs

This section is divided into three units -

1.   The Payables Unit authorizes payment for equipment, supplies and services provided to the School.

2.   The Receivables Unit handles all cash transactions, all funds received for course registrations or materials sold, and maintains records of these transactions.

3.   Registration and General Typing Unit is responsible for orderly typing of all documents and miscellanea relating to registrations, invoicing and mailing teaching aids such as cassettes and managing airmail deposit accounts for overseas students. In this unit there are four distinct segments involving specialized tasks which are:

    i.   checking of all registrations for accuracy,
    ii. monitoring the mailing of teaching aids,
    iii. keeping accounts of all deposits for airmail service, and
    iv. typing elementary and junior high registrations.

B.   Records and Personnel Affairs

This section is divided into three units -

1.   The Receptionist Unit is comprised of the switchboard operator and the front office receptionist.

2.   The Stenographic Pool is responsible for the secretarial functions in the School.

3.   The Records and Filing Unit is responsible for recording (in and out) all lessons received from students and for maintaining the filing system for all students.

All Personnel matters are handled by the Assistant Manager, who is responsible for this section.

— January, 1986 —

ORGANIZATION CHART

INSTRUCTIONAL SERVICES

DIRECTOR
Turnbull

Clerk Typist III
Blum

ASSOCIATE DIRECTOR
Punko
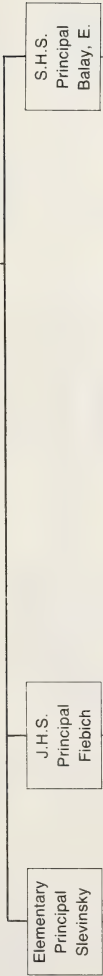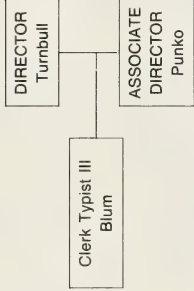
Elementary Principal Slevinsky

Sr. Teacher
Blocksidge

Hardman
Peterson
vacant
5 contract teachers

J.H.S. Principal Fiebich

J.H.S. Vice Principal McCarthy

Sr. Teacher
Tymkow

Fernandez
Halpin, J.
Robertson
Robinson
7 contract teachers

Sr. Teacher
Wold

Albrecht
Cox
Ray
7 contract teachers

S.H.S. Principal Balay, E.

Vice Principal Languages Taylor

English Sr. Teacher
Fenrich

Deering
Ettrich
Huff
Johnson
Marston
Monroe
Vas
13 contract teachers

Modern Lang. Sr. Teacher
Willans

Buchanan
Faulkner
McNab
5 contract teachers

Vice Principal S.S./Electives Rajoo

Soc. Stud. Sr. Teacher
Mergle

Kurylo
Madill
Michiel
Ronaghan
Stewart
4 contract teachers

Electives Sr. Teacher
Petruk

Frechette
Gogal
Lesiuk
Simpson
Stolee
Trost
7 contract teachers

Vice Principal Math/Science Billey

Science Sr. Teacher
Small, D.

Brozek
Krikke
Paul
Pachkowski
Tolman
8 contract teachers

Mathematics Sr. Teacher
Schade

Borgstrom
Chan
Darby
Mant
Mudryk
Mullings
Naidu
Pavich
Symak
Tymchuk
Weimer
Zuk
11 contract teachers

Vice Principal Bus. Ed./Voc. Raju

Business Sr. Teacher
Pon

Cruickshank
Hagan
Halpin, W.
Higa
Lim
McLean
Mielnichuk
Sterling
Yoo
8 contract teachers

Voc. Ed. Sr. Teacher
Kryvonishka

Dabrowsky
Liske
Ruhl
3 contract teachers

ORGANIZATION CHART

SUPPORT SERVICES
General Office

— January, 1986 —

DIRECTOR
Turnbull

Clerk Typist III
Blum

ASSOCIATE
DIRECTOR
Vandenberg

Admin. Services
Manager

Systems
Manager
LaRose

Systems
Analyst

Operations
Assistant

Clerk V
Accounts/
Registration
Lehman

Clerk III
Audit

Clerk Typist III
Receivables
McInnes

Clerk Typist I-II
Receivables
Snider

Clerk Typist I-II
Refunds
Schneider

Clerk IV
Registration
Typing, Numbering
Hart

O.L.D.P.O.
Registration
Typing, Numbering
Carty
Herrick
Kuschminder
MacDonald
Mill
Toma

Clerk Typist III
Payables
Rajoo

Clerk Typist II
Purchasing

O.L.D.P.O.
Contract Teachers
Naidu

Clerk IV
Shipping
Holcroft

Stores Clerk
Lesson Materials
Poonia

Stores Clerk
Mail Order Library
Mainprize

Receiving Clerk
Toronchuk

Postal Clerk
Bauder
Hickey

Stores Clerk
Lab Supplies
Deering

Clerk IV
Personnel/Rec.
Donnelly

Switchboard
Operator
Koberstein

Clerk-Typist III
Ray

Clerk Typist I-II
Secretarial Pool
Barton
Michie
Thomsen

Clerk III
Records
Shea

O.L.D.P.O.
Lessons
Contant
Mierau
Zsigrai

Clerk III
Filing
Allen

Clerk I-II
Mail In & Out
Bassani
Hayes

— January, 1986 —

ORGANIZATION CHART

SUPPORT SERVICES
Instructional Technology
Student Services

DIRECTOR
Turnbull

Clerk Typist III
Blum

ASSOCIATE
DIRECTOR
Vandenberg

Student Services
Dept. Head
Gilholme

Educational
Liaison Officer

Sr. Teacher
(Project)

Admissions
Officer

Clerk Typist III
Exams
Stoik

Clerk Typist I-II
Result
Statements
Bohn

Academic
Counsellor
Vornbrock

Study Centre
Coordinator
Small

Clerk III
Haddow

Clerk Typist
I-II
Brown

Instructional
Technology
Dept. Head
Gothe

Publishing
Editor
Alke

Duplicating
Operator IV
Bauerfind

Duplicating
Operator I
Dotchuk
Pederson
Weimer

Photoprinter II
Gurnett

Duplicating
Operator II
Letendre
McArthur

Bindery Equip.
Operator II
Blair
Price

Photoprinter I
Crawford

Word Processing
Operator III
Imeson

Word Processing
Operator II
Goerz
Hodgson
Libby
Lindquist
Pollock

Clerk Typist I-II
Stayko

Instructional
Design Supv.
Arnold

Artist
Belt

Illustrator
Ruth

Technical
Aide
Lazzer

Audio Visual
Sr. Teacher

Library
Technician II
Hannah

Clerk-Typist
I-II
Kucharchuk

Audio Visual
Technician
Siewert-Deibler

C.   The Shipping Section

This section distributes course materials to all registered students, prepares laboratory and art kits for student use, processes library requests from students, and processes all incoming and outgoing mail.

Instructional Technology Department

This department is responsible for the development and production of course materials including print, audiovisual, and computer assisted learning components, and for the provision of reference materials and consultative services to the Instructional Services Division.

Student Services Department

This department provides registration and counselling services and home and institutional visitations to students. In addition, it oversees the operation of the Alberta Correspondence School Study Centres and supervises the distribution and administration of student examinations and processes examination results statements.

ORIENTATION FOR NEW EMPLOYEES

Commencement Documents

During the orientation session, a new employee is introduced to the immediate supervisor. This is the person to whom the employee reports, to whom the employee goes for information and direction about matters relating to the job and to attendance; this is also the person who appraises performance.

On commencement, there is also certain documentation to be completed; the person to consult about these matters is the Assistant Office Manager (Personnel, Communications and Records).

Probation

For many positions, the first year of service is probationary; for some clerical positions the first six months are probationary. If services and personal adaptation to working environment are satisfactory, employees are recommended for permanent employment. Tenure of service is then generally secure, subject to continued satisfactory performance and personal suitability.

TEACHING BY CORRESPONDENCE

It is important to distinguish between teaching (where a teacher analyzes a student's lessons and provides teaching help at appropriate points) and mere marking (where a goal is a score or overall grading); thus a teacher at the Alberta Correspondence School marks final test papers, but teaches (or corrects) lessons. Lack of personal contact between the teacher and the correspondence student means that written remarks on lessons must be made with care. The following are suggested:

1.   If at all possible provide some encouragement for the student.

2.   Since written criticism appears more severe than spoken criticism, critical remarks must be worded with care. Offer constructive criticism ("Do this..." rather than "Don't do this...").

3.   Avoid accusing a student outright of copying answers. Advise the student instead to work out answers independently, or to learn the lesson thoroughly so that the student will be well prepared for the final test. If apparent copying persists, bring the lessons to the attention of the immediate supervisor.

When a new teacher comes on staff, the supervisor will ensure that the teacher becomes familiar with the overall organization of the School and with correspondence teaching techniques. The supervisor will provide advice on:

- specific problems arising out of students' lessons
- keeping of students' records
- grading of lessons
- assigning final gradings
- preparing work reports
- preparing or obtaining keys
- using printed notes
- obtaining needed supplies
- obtaining advice on the mechanics of setting up of lesson material
- general matters relating to attendance.

Students' Questions

Answer all questions pertaining to a lesson, but avoid giving advice about such matters as dates of final tests, course credits, number of lessons required for eligibility of tests, courses required for a programme, requests for exemption from submitting certain lessons, etc. Remind students to ask questions of this nature in a letter addressed to the Director. All such letters should be sent under separate cover. They should never be enclosed with lessons. When it is apparent that an early answer is urgent, bring the matter to the attention of the immediate supervisor.

Grading Lessons

Your immediate supervisor will assist you in developing a procedure for grading lessons. You will note that letter gradings (A, B, C, D, F) are used. In terms of departmental records, the letter gradings have a numerical connotation as follows:

A ...... 80% or over
B ...... 65% - 79%
C ...... 50% - 64%
D ...... 40% - 49%
F ...... under 40%

During most of the school year, incomplete lessons are returned to the student with the request that they be completed and re-submitted. A student may also be asked to repeat a lesson that shows a poor effort.

Priorities in Processing Lessons

It is the aim of the Alberta Correspondence School to return lessons to the students as soon as possible. In general, lessons are corrected according to the dates on which they are received, and within a day or two of receipt. The immediate supervisor should be consulted when questions pertaining to priority arise.

Other Teaching Activities

In addition to teaching particular students by correspondence, a teacher may also be asked to assist in preparation and revision of courses. Course writing is generally done largely in groups (or teams), meaning that two or more teachers may work with the teacher-senior on the preparation of a particular course. Occasionally a teacher may be asked to write an entire course alone --- particularly when the course is in a subject where special knowledge is needed (for instance, Ukrainian, Spanish, Computer Technology).

Other teaching activities may include student visitations, telephone tutoring, preparation of computer assisted instructional materials, supervision and instruction at student camps and incidental activities which may be assigned from time to time.

EMPLOYEE PERFORMANCE APPRAISAL PROGRAMME

Government regulations require a periodic, formal appraisal of performance. The basic feature of the E.P.A.S. (Employee Performance Appraisal System) is that the employee and the immediate supervisor discuss the requirements of the job (e.g. the amount and quality of work to be done), so that both have a common expectation. The resulting plan for the employee usually covers a period of a year. Performance appraisal at the end of the twelve-month period is made on the basis of criteria set at the beginning of the period.

ORGANIZATIONAL AFFILIATION

Alberta Union of Provincial Employees

Employees of the Alberta Government belong to the Alberta Union of Provincial Employees. Membership fees are deducted from salary cheques. The Alberta Union of Provincial Employees negotiates salaries with the Government. Information about conditions of membership may be obtained from one of the Union stewards.

Alberta Teachers' Association

Teachers at the Alberta Correspondence School may apply for associate membership in the Alberta Teachers' Association. They have their own local, No. 64. Fees are not deducted from salary cheques, but are collected by officers of the local. Teachers belonging to ATA Local 64 have the same privileges as members of other locals, but they do not participate in the Teachers' Retirement Fund; rather they pay into the Public Service Pension Fund. The ATA magazine, which members receive, helps teachers to keep abreast of educational developments.

Important professional activities of teachers at the Alberta Correspondence School, resulting from membership in the ATA, are participation in various Specialist Councils, in the annual teachers' convention, and in the A.R.A. (Annual Representative Assembly).

ATTENDANCE

The normal work day consists of 7.25 hours; the normal work week (of five days) 36.25 hours. Standard Government work hours are from 8:15 a.m. to 12:00 noon, and from 1:00 p.m. to 4:30 p.m. The Alberta Correspondence School, however, operates on Flextime (flexible hours), which enables position-holding staff to select, to some extent, their hours of arrival to, and departure from, work. The outline below gives the basic details of the Flextime arrangement.

1. As a general rule, you may come to work any time between 7:30 a.m. and 9:00 a.m., and may leave any time between 3:30 p.m. and 5:30 p.m., subject to the condition that there is work to be done. These hours are known as **Flextime hours**.

2. All persons on staff must be at work between 9:00 a.m. and 11:30 a.m., and again between 1:30 p.m. and 3:30 p.m. These hours are known as **CORE hours**.

3. The lunch break must be of a minimum of 30 minutes, but it may be as much as 2 hours in duration, provided these off-time hours are between 11:30 a.m. and 1:30 p.m.

4. An average working day is still 7.25 hours in duration; calculated over a period of a month. This implies, for example, that a month consisting of 20 working days (say in February) would add up to 145 hours (20 × 7.25) --- just as it does under the standard-hours system. You may accumulate a maximum of 10 hours per month over and above the total hours for that month (known as banked time), and take the accumulated time off in the next month, subject to the conditions mentioned below. Excess time accumulated beyond that limit is without pay.

5. In general, time off must be taken during the flexible hours portion of the working day (7:30 - 9:00 a.m., and 3:30 - 5:30 p.m.) and not during the core periods. However, subject to prior approval you may occasionally request a half day or a full day off if you have accumulated that many hours. If you take off a full day, it may not be in conjunction with a statutory holiday. Please note that taking a full day may only be an occasional occurrence, and should not be planned as a regularity. All requests for flextime absences of one-half day or a full day must be made in writing to the Director.

6. You also have the option of being at work fewer than the normal 7.25 hours now and then, and make up the deficit hours in the following month. The maximum deficit in a month is 10 hours. A salary deduction is made if the deficit is more than 10 hours.

7. There are two coffee breaks which are allowed on government time --- one of fifteen (15) minutes in the morning and one of fifteen (15) minutes in the afternoon. These breaks may not be taken within the first hour or the last hour of a work period.

8. Non-teaching staff may be asked to work overtime as needed --- this is different from banked-time inasmuch as it covers the hours that are beyond maximum work days (say 145 hours in a month of twenty working days). Employees receive overtime pay and "time off in lieu" according to regulations.

9. Because our School experiences varying work situations at certain times of the year, you may be asked to work fairly standard Government hours for such periods of time as necessary; for example, during the heavy registration period in the fall.

10. Recording of work time is done by means of the electronic accumulators that have been set up for this purpose. The activating key with which you are provided must be in your position slot only while you are actually on duty. The key is removed, for example, during the lunch break. It always shows the total number of hours you have worked during any given month. Note that the key must **not** be left in the slot while you are not at your place of work to make up for the time not recorded as a result of having forgotten to "key in" on a previous occasion. Such "clock adjustments" must be made manually on the "Accumulative Record of Attendance" form.

11. You are asked to inform your immediate supervisor as soon as possible of all absences, whether they are of a personal, government business, or just a miscellaneous type. This information is necessary for compiling required reports for the Personnel Office. You must also inform your supervisor of any clock adjustment when you become aware of the problem.

12. To be eligible for "overtime pay" or "time off in lieu" for extra hours worked, the overtime must be "authorized" (that is prearranged with the Director).

13. Doctors' statements covering medical appointments and dental appointments are always required; they may be requested for any absence due to illness but must be provided when an illness absence exceeds three days. The statement should be attached to the attendance report.

14. A written request is required for any leave of absence. Such a request should be made at least two weeks prior to the commencement of an absence.

15. Please remember that prior approval from the Director is required for any absence during core time. The procedure is to consult your immediate supervisor before submitting a written request. Also, when you are unable to come to work by core time, please telephone your supervisor before 9:00 a.m. or 1:30 p.m.

Medical Appointments

When you have a medical (or dental) appointment in the morning, before core time, or one in the afternoon that extends beyond core time, you should proceed as follows:

(a) If it is a morning medical appointment (that is, before you come to work), insert your key in the clock when you arrive at work. Time credited to you will be for the duration of the appointment, with time calculated from 8:15 a.m.

(b) If it is an afternoon medical appointment that extends beyond 3:30 p.m., remove the key from the clock when you leave the office. Time credited to you will then be for the duration of the absence, but terminating at 4:30 p.m.

(c) If you leave the office for a medical appointment, after you have come to work in the morning, remove the key when you leave. Time credited to you will be from the time you depart, for the duration of the appointment, but terminating at 12:00 noon.

(d) If you leave the office during the noon hour for a medical appointment, remove the key and insert it again when you return to work. Time credited to you will then be from 1:00 p.m. until the time you return (but not beyond 4:30 p.m.).

(e) If you have a short medical appointment during core time, remove the key when you leave and insert it again when you return. An adjustment is then made on the Accumulative Record of Attendance form.

(f) If you have a medical absence for a half day or more, these hours will be deducted from your casual leave.

(g) Please report all times of departures and returns to your immediate supervisor since records need to be kept for clock adjustments at the end of the month.

(h) Obtain a medical statement for each medical appointment for which you are claiming time.

(i) When you are absent due to a medical appointment that falls entirely in the flexible hours period, you will not need to produce a medical statement, and no hours for such an absence will then be added to the clock total.

Government Business

When you have work to do that is out of the office and it begins before core time, or ends after core time, you should consider that day to be a standard hours day. You will then follow the same procedures as (a), (b), (c) and (d) above, under medical appointment. When you are absent on government business for a full day, you will be credited with 7.25 hours --- these will be added to your clock total for the month. After having obtained authorization for government business absences, keep the immediate supervisor informed of all times of departures and returns.

Personal Absences

A personal absence which cannot be accommodated within the flextime arrangements always means an absence without pay. Each requested personal absence must be arranged with the immediate supervisor and approved by the Director. A personal absence of a full day means an absence of 7.25 hours since this is the unit of calculation in all matters involving salary. (A half day in the morning means 3.75 hours; a half day in the afternoon means 3.50 hours).

The normal operational requirements of this School do not permit the granting of leave of absence without pay for an extended period of time. Any requests for such leave would be considered only in exceptional circumstances.

Report Forms

There are several Personnel Office and Alberta Correspondence School report forms that are required from an employee from time to time. The report forms used are those inserted at the end of this booklet. Your immediate supervisor will familiarize you with these forms and explain to you, in more detail, the circumstances under which they are used.

Briefly, the forms are needed for the purposes indicated below.

1. For reporting details on attendance:

    (a) The PASB1b form is used to report attendance to the Personnel Office. All absences must be reported including absence due to staff development, union business, time off for Occupational Health and Safety Committee meetings, leave for grievance attending, etc. The immediate supervisor monitors the completion of this form, consulting with the employee as necessary. Both the employee and the supervisor sign it. Two copies, one for the Personnel Office and one for our file, are required each month.

    (b) Form ACS2-84 provides an accumulative record of attendance. It is needed for an ongoing record. Our office requires one copy of this form each month.

    (c) Form PAR covers absences for personal reasons; that is absences without pay. It is handed to the supervisor before a personal absence begins, and should be filled out only after you have made arrangements for a personal absence with the Director. Note that on this form you request a certain number of hours of absence, without pay, and that these hours cannot be made up by banked time in a subsequent period.

    This form is also used for all vacation absences. It may be obtained from your supervisor and it must be completed, approved, and returned at least two weeks before the annual vacation begins.

Parking Regulations

Parking stalls in front of the building are for visitor parking only. On street parking is available on a "first come" basis.

Parking stalls 1 through 25 (west side of School) are reserved parking only. Stalls may be reserved at a cost of $4.00 per month. Employees may use parking stalls 26 through 116 on a "first come" basis at no charge. Stalls 117 through 122 are reserved for government vehicles.

All parking stalls (1 through 122) are provided with power for one appliance only.

CONDITIONS OF EMPLOYMENT PERTAINING TO HOURLY-RATE STAFF

Hourly-rate staff is short-term staff, with an employment duration of anywhere between a few hours at the minimum and six months at the maximum. Remuneration is at a fixed rate per hour, based on qualifications, and is set on commencement of employment. At the Alberta Correspondence School, the following rules apply to hourly-rate staff:

1. The standard Government work day of 7.25 hours is the maximum per day that is authorized for the purpose of pay. (The only exception to this rule is an instance where the Director asks an employee to work more or fewer hours during a particular day or days.)

2. The standard Government work hours are 8:15 a.m. to 12:00 noon, and 1:00 p.m. to 4:30 p.m. At the Alberta Correspondence School an hourly-rate employee may, however, have Flextime benefits insofar as this applies to coming and going time --- so long as he works within the 7.25 limitation. Ask the immediate supervisor for clarification regarding "checking in" and "checking out" times.

3. Flextime provisions that **do not** apply to hourly-rate staff are:

    (a) accumulating hours to cover prior or subsequent absences,

    (b) accumulating hours beyond the normal, daily 7.25, for purposes of pay.

4. Hourly-rate employees do not qualify for holidays, sick leave, or other forms of casual leave --- for example, change of domicile, attendance at a funeral, and family illness. Such absences are always without pay. To compensate for this lack of coverage (which permanent employees normally enjoy), the hourly-rate employee is paid an additional 10.8% over and above the hourly rate specified. This percentage is made up of 4.8% given in lieu of paid holidays and 6% paid in lieu of annual vacation entitlement (as per Article 4.02 (a) and (b) of the Master Contract).

5. Pay periods number two a month, but they do not necessarily coincide with the mid-month and end-of-month periods that apply to employees in regular positions.

Finally, it is important to provide all required information and documentation (e.g. social insurance numbers, A.T.A. evaluation statements by teachers), so that commencement papers are not delayed; such delays do affect the delivery of pay cheques. It is also important to submit complete work reports regularly, so that hours worked can be calculated and submitted to the accounting office without delay.

Alberta Correspondence School

ACCUMULATIVE RECORD OF ATTENDANCE

Name _____ Month _____ Year _____

Bank hours from previous month OR	+ ___ .
Deficit hours from previous month	− ___ . **1**

Time Clock Hours   + ___ .

Clock Adjustments

Date	Time	Reason	No. of Hrs.	TOTAL ADJUSTMENT
				(a) + or − ___ .
				ADJUSTED CLOCK TOTAL Subt. or Add From Time Clock Hrs.
		TOTAL ADJUSTMENT (a)		+ ___ . → + ___ . **2**

Payable Hours Worked Out of Office

Date	Time	Reason	No. of Hrs.	
		TOTAL HOURS (b)		(b) + ___ . → ___ . **3**

Absences

Date	Time	No. of Payable Hours to be credited	L.W.O.P. (No. of Hours)	Reason (use Legend Code)	
					Total of Payable Absences
TOTAL HOURS		(c)	(d)		(c) + ___ . → + ___ . **4**

LEGEND	
CI	Casual illness - less than 3 days
GI	General illness - more than 3 days
BL	Bereavement leave
FL	Funeral
M	Moving
MA	Medical Appt.
FAM	Family illness
FT	Flex Time
LWOP	Leave without pay
OT	Time off taken in lieu of overtime
VAC	Vacation

Total Hours Credited (sum of 1, 2, 3, 4)	+ ___ . **5**
Total Hours Possible in month	+ ___ .
Minus L.W.O.P.	(d) − ___ .
Net Hours in month for employee	+ ___ . → + ___ . **6**
Difference - Subtract 6 from 5	+ or − ___ . **7**
Bank Hours (not to exceed 10 hours) from 7	+ ___ .
Deficit Hours (not to exceed 10 hours) from 7	− ___ .
Deficit exceeding 10 hours deductible from salary	− ___ .

Certified Correct

ACS 2-84

_____ _____
Signature of Supervisor   Signature of Employee

PASB1b

ALBERTA EDUCATION
BARGAINING UNIT AND EXCLUDED AND OPTED OUT EMPLOYEES
ABSENCE AND OVERTIME REPORT

Please complete monthly and return to your branch contact for return to
the Personnel Administration Services Branch

FOR OFFICE USE ONLY

PART 1   PLEASE PRINT

Name _____

Branch _____

Employee Number _____

Bargaining Division _____

☐ Exceptions to report

☐ No exceptions to report

Month Ending _____

PART 2

		TYPE OF LEAVE						From						To				REMARKS
Lateness	Med. Appts.	M.C.	Casual Illness	General Illness	Special Leave	Annual Vacation	Other	Yr.	Mo	Day	Hr	Yr	Mo	Day	Hr			

LEGEND

M.C. - Medical Certificate
Casual Illness - less than 3 days
General Illness - more than 3 days

SPECIAL LEAVE (Please specify in remarks)

AE	Administration of Estate	EX	Writing Exams
BA	Birth and/or adoption	FL	Funeral
BL	Bereavement leave	M	Moving
CC	Canadian Citizenship		

OTHER

EL	Education Pay
LWOP	Leave without pay
WC	Workers' compensation
OT	Time off taken in lieu of overtime
UB	Union business
SD	Staff Development leave

If other than above please specify

Use additional form if needed

Note: For details regarding absence, leave and overtime, please consult the agreement between the Government and the Alberta Union of Provincial Employees

Part 3   OVERTIME

		Overtime Hrs.			
Date Worked	From	To	Total	to be paid	to be banked

Part 4

Employee Signature _____

Supervisor's Signature _____

Manager's Authorization _____
(Required for overtime payment or banking of O.T.)

ALBERTA CORRESPONDENCE SCHOOL

ABSENCE REQUEST

Date of Request _____

Name of Employee _____

Date of Absence	Explanation

_____   _____
(Signature of Employee)   (Signature of Supervisor)

Comments: _____

_____

ACS 8-85   _____
(Signature of Director)

ALBERTA CORRESPONDENCE SCHOOL

ABSENCE REQUEST

Date of Request _____

Name of Employee _____

Date of Absence	Explanation

_____   _____
(Signature of Employee)   (Signature of Supervisor)

Comments: _____

_____

ACS 3-84

_____
(Signature of Director)